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|  | **Exemplary (4)** | **Proficient (3)** | **Emerging (2)** | **Developing (1)** |
| Persuasive Tone   * recognize audience * appropriate diction   Overall Quality of Response-   * student viewpoint * making connections * elaboration and textual evidence   Format Conventions   * persuasive letter | **Student demonstrates a thorough understanding of audience through selection of precise words to create the persuasive tone (diction).**  Student demonstrates a thorough understanding of the chosen role of the speaker and clearly communicates his/her viewpoint.  Student’s response is constructed through multiple connections (narrative elements, text to self, and text to world).  **Elaboration is extensive, including purposeful descriptions, examples, and references.**  **Student demonstrates a thorough understanding of the conventions for the chosen format.** | **Student demonstrates an adequate understanding of audience through selection of precise words to create the persuasive tone (diction).**  Student demonstrates an adequate understanding of the chosen role of the speaker and adequately communicates his/her viewpoint.    Student’s response is constructed through several connections (narrative elements, text to self, and text to world).  **Elaboration is adequate, including purposeful descriptions, examples, and references.**  **Student demonstrates an adequate understanding of the conventions for the chosen format.** | **Student demonstrates a vague understanding of audience through a limited selection of words in an attempt to create a persuasive tone (diction).**  Student demonstrates a vague understanding of the chosen role of the speaker and vaguely communicates his/her viewpoint.  Student’s response is constructed through some/few connections (narrative elements, text to self, and text to world.).  **Elaboration is vague, including purposeful descriptions, examples, and references.**  **Student demonstrates a vague understanding of the conventions for the chosen format.** | **Student demonstrates an ineffective understanding of audience through a selection of imprecise and bland words which fails to create a persuasive tone (diction).**  Student demonstrates an ineffective understanding of the chosen role of the speaker and ineffectively/barely communicates his/her viewpoint.  Student’s response is constructed through irrelevant connections (narrative elements, text to self, and text to world).  **Elaboration is ineffective/limited, including purposeful descriptions, examples, and references.**  **Student demonstrates an inadequate/limited understanding of the conventions for the chosen format.** |
| Language Conventions   * capitalization * spelling * punctuation * **sentence structure** | **Student’s work contains no glaring errors in capitalization, punctuation, spelling and/or sentence structure.**  **The errors that are present do not detract from the purpose of the piece.** | **Student’s work contains a few errors in capitalization, punctuation, spelling and/or sentence structure**  **The errors that are present do not detract from the purpose of the piece.** | **Student’s work contains several glaring errors in capitalization, punctuation, spelling and/or sentence structure**  **The errors that are present do detract from the purpose of the piece.** | **Student’s work contains multiple glaring errors in capitalization, punctuation, spelling and/or sentence structure**  **The errors that are present do detract from the purpose of the piece.** |